

Midlands Math & Business Academy

2638 Two Notch Rd., Suite 204
Columbia, S. C. 29204

Grades	4–8 Middle School	
Enrollment	73 Students	
Principal	Michelle Spradley	803–799–5101
Superintendent	Dr. Allen J. Coles	803–231–7500
Board Chair	Lane Quinn	803–231–7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	32	9

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Unsatisfactory	Unsatisfactory	No
2006	Unsatisfactory	Good	No

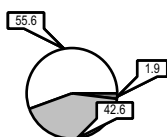
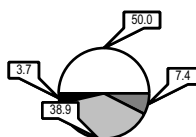
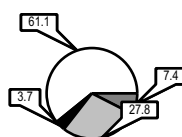
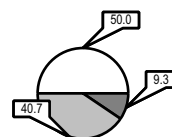
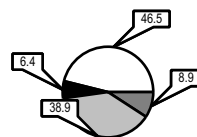
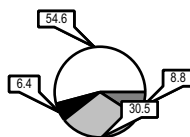
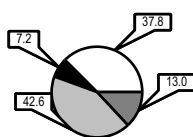
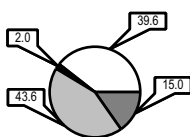
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	91.4
English 1	N/A	88.1
Biology 1/Applied Biology 2	N/A	45.1
Physical Science	N/A	26.0
All Subjects	N/A	88.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	92	93.5	55.6	42.9	1.6	0.0	6.3	No	Yes
Gender									
Male	55	92.7	71.1	28.9	0.0	0.0	2.6	N/A	N/A
Female	37	94.6	32.0	64.0	4.0	0.0	12.0	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	91	93.4	54.8	43.5	1.6	0.0	6.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	84	96.4	53.3	45.0	1.7	0.0	6.7	N/A	N/A
Disabled	8	62.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	93.5	55.6	42.9	1.6	0.0	6.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	92	93.5	55.6	42.9	1.6	0.0	6.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	66	93.9	56.8	43.2	0.0	0.0	4.5	No	Yes
Full-pay meals	26	92.3	52.6	42.1	5.3	0.0	10.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	92	92.4	52.4	38.1	6.3	3.2	17.5	No	Yes
Gender									
Male	55	92.7	63.2	31.6	2.6	2.6	10.5	N/A	N/A
Female	37	91.9	36.0	48.0	12.0	4.0	28.0	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	91	92.3	51.6	38.7	6.5	3.2	17.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	84	95.2	50.0	40.0	6.7	3.3	18.3	N/A	N/A
Disabled	8	62.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	92.4	52.4	38.1	6.3	3.2	17.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	92	92.4	52.4	38.1	6.3	3.2	17.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	66	92.4	59.1	34.1	4.5	2.3	13.6	No	Yes
Full-pay meals	26	92.3	36.8	47.4	10.5	5.3	26.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	92	92.4	65.2	25.8	6.1	3.0	9.1
Gender							
Male	55	92.7	75.6	17.1	2.4	4.9	7.3
Female	37	91.9	48.0	40.0	12.0	0.0	12.0
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	91	92.3	64.6	26.2	6.2	3.1	9.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	84	95.2	61.7	28.3	6.7	3.3	10.0
Disabled	8	62.5	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	92.4	65.2	25.8	6.1	3.0	9.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	92	92.4	65.2	25.8	6.1	3.0	9.1
Socio-Economic Status							
Subsidized meals	66	92.4	67.4	26.1	4.3	2.2	6.5
Full-pay meals	26	92.3	60.0	25.0	10.0	5.0	15.0

Social Studies							
All Students	92	92.4	56.1	36.4	7.6	0.0	7.6
Gender							
Male	55	92.7	63.4	31.7	4.9	0.0	4.9
Female	37	91.9	44.0	44.0	12.0	0.0	12.0
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	91	92.3	55.4	36.9	7.7	0.0	7.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	84	95.2	51.7	40.0	8.3	0.0	8.3
Disabled	8	62.5	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	92.4	56.1	36.4	7.6	0.0	7.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	92	92.4	56.1	36.4	7.6	0.0	7.6
Socio-Economic Status							
Subsidized meals	66	92.4	58.7	34.8	6.5	0.0	6.5
Full-pay meals	26	92.3	50.0	40.0	10.0	0.0	10.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	40.0	40.0	13.3	6.7	20.0
	5	30	100.0	30.8	65.4	3.8	0.0	3.8
	6	49	98.0	59.6	27.7	10.6	2.1	12.8
	7	15	100.0	64.3	35.7	0.0	0.0	0.0
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	22	95.5	58.3	33.3	8.3	0.0	8.3
	7	37	91.9	53.6	46.4	0.0	0.0	0.0
	8	16	87.5	I/S	I/S	I/S	I/S	I/S
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	46.7	33.3	20.0	0.0	20.0
	5	30	100.0	76.9	23.1	0.0	0.0	0.0
	6	49	98.0	57.4	23.4	17.0	2.1	19.1
	7	15	100.0	50.0	50.0	0.0	0.0	0.0
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	22	95.5	50.0	41.7	0.0	8.3	8.3
	7	37	89.2	42.9	39.3	14.3	3.6	17.9
	8	16	87.5	I/S	I/S	I/S	I/S	I/S
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	53.3	26.7	20.0	0.0	20.0
	5	30	100.0	65.4	30.8	0.0	3.8	3.8
	6	49	98.0	74.5	12.8	8.5	4.3	12.8
	7	15	100.0	64.3	21.4	14.3	0.0	14.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	22	95.5	69.2	23.1	7.7	0.0	7.7
	7	37	89.2	56.7	30.0	10.0	3.3	13.3
	8	16	87.5	I/S	I/S	I/S	I/S	I/S
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	46.7	53.3	0.0	0.0	0.0
	5	30	100.0	57.7	38.5	3.8	0.0	3.8
	6	49	98.0	51.1	38.3	6.4	4.3	10.6
	7	15	100.0	42.9	42.9	7.1	7.1	14.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	22	95.5	46.2	38.5	15.4	0.0	15.4
	7	37	89.2	50.0	43.3	6.7	0.0	6.7
	8	16	87.5	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 73)				
Students enrolled in high school credit courses (grades 7 & 8)	19.5%	Up from 0.0%	13.3%	16.7%
Retention rate	5.3%	Up from 2.4%	3.0%	2.5%
Attendance rate	97.2%	Down from 99.1%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%	Down from 4.6%	3.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%	Down from 5.5%	3.2%	1.0%
Eligible for gifted and talented	0.0%	No change	12.2%	15.6%
On academic plans	60.8%	N/AV	47.5%	39.9%
On academic probation	4.4%	N/AV	0.5%	0.7%
With disabilities other than speech	7.2%	Up from 6.3%	13.8%	12.4%
Older than usual for grade	6.8%	Up from 0.0%	6.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.9%	0.9%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n= 7)				
Teachers with advanced degrees	57.1%	Down from 62.5%	50.8%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.6%	N/A	13.3%	9.1%
Teachers with emergency or provisional certificates	20.0%	Up from 16.7%	9.5%	5.6%
Teachers returning from previous year	N/A	N/A	81.7%	84.6%
Teacher attendance rate	96.8%	Up from 95.0%	94.8%	94.8%
Average teacher salary	\$28,739	Down 15.8%	\$41,622	\$42,267
Prof. development days/teacher	7.1 days	Down from 7.8 days	11.1 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 14.5 to 1	20.0 to 1	21.1 to 1
Prime instructional time	94.0%	Up from 93.9%	88.8%	89.0%
Dollars spent per pupil*	\$0	N/A	\$6,654	\$6,243
Percent of expenditures for teacher salaries*	N/A	N/A	59.1%	59.8%
Percent of expenditures for instruction*	N/A		65.0%	65.2%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	Up from 87.0%	98.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Midlands Math and Business Academy (MMBA), a public charter school located in Richland School District One, has completed its second year of operation. We have made significant progress during the 2005-2006 school year.

PACT scores from the previous year indicated a need to focus on strengthening students' math skills. We have implemented the Success Maker Computer Program as a regular part of our daily schedule. Every student spends at least 40 minutes in what we now call The Success Maker Lab. Students work on Math and Reading enrichment and/or remediation activities.

Students are grasping the basic financial concepts and skills that are being taught to them on a daily basis. They are also learning how to apply these skills to everyday life. All students have participated in the South Carolina Stock Simulation Game this year and have expressed great excitement and frustration over the ups-and-downs associated with the stock market. Their knowledge of money matters was evident during Career Day, which was held in the spring. Students asked thought-provoking questions to guests representing the business industry. A fifth grade student asked a bank teller which type of investment she thought was better, stocks, bonds, or bank certificates of deposits. Because the teller is a college student, our students assumed that she had received the same training that they are receiving on a daily basis. Her response to the investment question was that she was not sure. The student proceeded to tell her the difference between the three types of investments. This is all the more reason why MMBA is focused on teaching our students the importance of financial literacy. As a requirement of the Business Class, students developed business plans. Some students have actually taken their business plans to the next level by starting businesses, which they now operate. The business teacher works with students in helping them to fine-tune their business ideas. He also assists the students in developing marketing strategies.

The Core Knowledge Sequence continues to pose a challenge for teachers, parents, and students. However, this year has been a lot easier due to the familiarity of the content and awareness of the high level of expectation from the curriculum. The administrators and staff of MMBA participated in extensive training through the Core Knowledge Foundation before school started this year. Teachers have implemented strategies learned within their classrooms. All classes participated in a school-wide thematic unit during the school year. With a lot of hard work and dedication from teachers, students and parents, progress can be seen.

Twenty percent of our 7th grade students are enrolled in Algebra One. 71% of these students will receive high school credit and take the next level of high school math in 8th grade. This year, more of our parents are following up with teachers concerning their students' progress. MMBA will continue to encourage students and parents to accept the challenges associated with small, independent schools and limited budgets. We appreciate the increased parental and community support.

Michelle Spradley, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	7	18	16
Percent satisfied with learning environment	100.0%	76.5%	60.0%
Percent satisfied with social and physical environment	71.4%	72.2%	68.8%
Percent satisfied with school-home relations	85.7%	77.8%	81.3%

*Only students at the highest middle school grade level at this school and their parents were included.